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ABSTRACT

Text and accompanying exercises are provided in this two-part learning module that was designed to acquaint instructors with techniques for influencing student attitudes. Part I defines five attitudinal concepts, beginning with those which are most resistant to being changed and then discussing those which are less resistant to change: (1) beliefs (the abstract perceptions of some relationship between two things, or between some thing and one of its characteristics); (2) values (systems by which an individual measures events, objects, or persons as worthwhile or valueless, good or bad); (3) prejudices (judgements formed prior to a careful examination of a subject); (4) attitudes (combinations of emotional and intellectual tendencies to act toward a situation in a particular manner); and (5) preferences (choices between one thing or person over another). Part II outlines and describes five techniques for managing student attitudes: use of authority, role-playing, introduction of cognitive dissonance, social learning through control of the classroom environment, and identification and modeling. In addition to exercises designed to reinforce the concepts as they are presented, the module provides pre- and post-tests and a self-assessment inventory that helps the instructor determine his/her feelings toward managing student attitudes. (JP)

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Prepared for:

The Media Systems Series in Creative Teaching

CONFRONTING STUDENT ATTITUDES

by

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Introduction

Learning is influenced by seemingly endless factors, some centering around the physical environment, some around subject matter, some around the teacher's training, personality and methods. Another important aspect of the learning process is student attitude.

Every teacher is familiar with the theory that a student's attitude toward a subject influences how much he learns about that subject. Many of us, however, may not have a firm grasp of just what attitudes are and what we as teachers can and should do to manipulate them. We do more harm than good when we try to change a student's mind about a subject. That risk can be minimized if we are knowledgeable about what attitudes are and how they can be managed.

This packet is made up of two sections. Section A contains definitions of attitudes, beliefs, values, prejudices, and preferences, and information about how to distinguish one from the other. Part B of the packet suggests ways in which you can manage student attitudes, if you decide that such management is desireable.

Rationale

Student attitudes have become a major issue in education. Educators agree that a change of attitude is an equally important outcome of education as acquisition of information. It is necessary that all of us have a clear idea of exactly what attitudes are before we can deal with them intelligently. Once we agree on definitions, we can consider the teacher's role in changing student attitudes, provided a teacher should even be concerned with such matters. If you decide to influence your student's attitudes toward the subject matter you teach --or anything else, for that matter--this packet will provide specific techniques for you to try.

Part A

Key Concepts

Attitudes

Beliefs

Cognitive Dissonance

Communication

Motivation

Preference

Prejudice

Role Play

Social Learning

Value

LEARNING OBJECTIVES

At the end of this unit you will be able to:

1. Match the terms attitudes, values, prejudices, preferences and beliefs with their definitions.

2. Accept the definition of an attitude as "a combination of emotional and intellectual tendencies to act toward a situation, object or person in a particular manner."

3. List two ways you could use each of the following methods in changing student attitudes in the classroom:

    a) communication
    b) role play
    c) cognitive disonnance
    d) social learning
    e) motivation

4. Assess your own feeling about whether or not you will use classroom strategies to influence student attitudes.

PRE-TEST
(objectives 1, 2 and 3)

1. Please place the letter corresponding to the appropriate definition in the space to the left of each word.

_____ Attitudes	A. A system of standards.
_____ Values	B. Tendencies toward a situation object or person.
_____ Beliefs	C. Precedence or choice.
_____ Prejudices	D. Highly emotionalized generalization based on ambigious experiences.
_____ Preferences	E. Abstractions derived from individual perceptual fields.

2. More specifically, an attitude may be defined as: _____

_____

_____

3. List two ways you could use each method in changing student attitudes in the classroom:

a) communication
   1. _____
   2. _____

b) role play
   1. _____
   2. _____

c) cognitive dissonance
   1. _____
   2. _____

d) social learning
   1. _____
   2. _____

e) motivation
   1. _____
   2. _____

PRE-TEST
(Objective 4)

The next two inventories on changing student attitudes will help you in assessing your own feelings concerning consciously working with student attitude change.

Follow the instructions for taking and scoring each inventory. Upon completing this unit, retake each and note any changes in your feelings regarding changing student attitudes.

SELF-ASSESSMENT INVENTORY ON CHANGING STUDENT ATTITUDES
EXERCISE A

Please mark whether you agree or disagree with each statement as follows:

Circle: SA if you strongly agree Circle: D if you disagree

Circle: A if you agree Circle: SD if you strongly disagree

1.	Most of the time, I feel that I can change what people believe by what I do.	SA A D SD
2.	I have usually found that what people believe, they believe, regardless of my actions.	SA A D SD
3.	I believe that an instructor should not be involved in influencing the attitudes of students in his/her classes.	SA A D SD
4.	To each his own. I have my values and beliefs, and students have theirs. I won't tamper with what they believe.	SA A D SD
5.	Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.	SA A D SD
6.	Success in changing a person's attitude seems to be more a matter of the other person's moods and feelings at the time rather than my own actions.	SA A D SD
7.	If at first you don't succeed in influencing a person's attitude, try again; you can change what people think.	SA A D SD
8.	There are not ways to go about systematically influencing what another person believes.	SA A D SD
9.	I believe that I, as an instructor, am involved with attitude change during each class session.	SA A D SD
10.	Many times I feel that I have little influence over what persons in my class believe.	SA A D SD
11.	Persons come into my class with a certain set of beliefs, values, prejudices and preferences, which are almost impossible to influence.	SA A D SD
12.	There is not much use in worrying about what people believe...what will be, will be.	SA A D SD

SELF-ASSESSMENT INVENTORY ON CHANGING STUDENT ATTITUDES
EXERCISE A

INTERPRETATION OF RESPONSES

Record the appropriate weighting for each of your responses, and add up your score. (The lowest possible score is -24 and the highest possible score is +24)

					My response weighting:
1.	SA(+2)	A(+1)	D(-1)	SD(-2)	_____
2.	SA(-2)	A(-1)	D(+1)	SD(+2)	_____
3.	SA(-2)	A(-1)	D(+1)	SD(+2)	_____
4.	SA(-2)	A(-1)	D(+1)	SD(+2)	_____
5.	SA(-2)	A(+1)	D(-1)	SD(-2)	_____
6.	SA(-2)	A(-1)	D(+1)	SD(+2)	_____
7.	SA(+2)	A(+1)	D(-1)	SD(-2)	_____
8.	SA(-2)	A(-1)	D(+1)	SD(+2)	_____
9.	SA(+2)	A(+1)	D(-1)	SD(-2)	_____
10.	SA(-2)	A(-1)	D(+1)	SD(+2)	_____
11.	SA(-2)	A(-1)	D(+1)	SD(+2)	_____
12.	SA(-2)	A(-1)	D(+1)	SD(+2)	_____

TOTAL _____

A positive score indicates your belief that you will be involved with influencing student attitudes, and that there are ways to influence student attitudes systematically. A negative score indicates your belief that you will not be involved in changing student attitudes.

SELF-ASSESSMENT INVENTORY ON CHANGING STUDENT ATTITUDES
EXERCISE B

DIRECTIONS: On a scale of 1 to 5, rate the following statements from the one you believe the most (No. 1) to the one you believe the least (No. 5):

A. _____ Differences in attitudes, beliefs and values simply reflect the more basic attributes which distinguish among people: past experiences, irrational wants, innate limitations and potentials and levels of personal aspirations. As such, they are essentially beyond the influence of others.

B. _____ Differences in beliefs, attitudes and values are a natural part of the human condition. These differences in and of themselves are neither good nor bad. When accurately interpreted, they may be resolved and serve to strengthen relationships, rather than to divide them.

C. _____ Differences in attitudes, beliefs and values are to be expected among people for they reflect the nature of the species; some have skills and others have none, and some are right and some are wrong. One owes it to himself and those who rely on his judgment to prevail in conflicts with others whose opinions and goals are in doubt. Persuasion, power and force are acceptable tools for achieving resolutions.

D. _____ Differences in attitudes, beliefs and values should be treated in the light of the common good. At times some parties are obliged to lay aside their own views in the interest of the majority; this allows the relationship to continue to function, however imperfectly, and affords a basis for redress later on.

E. _____ Differences in attitudes, beliefs, and values only serve to drive people apart; their "personal" implications cannot be ignored. Realistically, to differ is to reject. Maximum attention to the needs and desires of others is required if relationships are to endure. It is better to ignore differences than to risk open combat by being oversensitive; one must guard against causing irreparable damage to his relationships.

SELF-ASSESSMENT INVENTORY ON CHANGING STUDENT ATTITUDES

EXERCISE B: INTERPRETATION OF RESPONSES

Following is an "ideal" ranking of the statements based on the assumption that differences in attitudes are natural and can be consciously influenced to enhance relationships. The brief description of the attitude of a person giving a high ranking to each item is only a rough indication of his/her style. However, it can assist you in seeing where you put emphasis in situations involving value and attitude differences among persons and groups.

Item B should ideally be ranked number 1 (B.1)

A person who rates item B could be described by the following phrases:

1. Has a problem-solving approach to resolving differences.
2. Has a tolerance for differences.
3. Believes personal feelings are legitimate.
4. Operates from an "I win and you win" stance.
5. Has high concern for personal beliefs and high concern for interpersonal relationships.

Item D should ideally be ranked number 2 (D.2)

A person who rates item D high could be described by the following phrases:

1. Believes in softening losing by limiting gains.
2. Compromises.

Item E should ideally be ranked number 3 (E.3)

A person who rates item E high could be described by the following phrases:

1. Has a need for affiliation and acceptance.
2. Believes that human relationships are so frail they cannot endure the trauma of conflict.
3. Often falsely cooperates.
4. Operates from the stance that "I will yield my beliefs for the sake of the relationship".
5. Has low concern for personal beliefs and high concern for maintaining interpersonal relationships.

Item C should ideally be ranked number 4 (C.4)

A person who rates item C high could be described by the following phrases:

1. Has a need for status.
2. Needs to demonstrate competence.
3. Operates from an "I win and you lose" stance.

EXERCISE B: INTERPRETATION OF RESPONSES (Continued)

4. Has a high concern for personal beliefs and a low concern for interpersonal relationships.

Item A should ideally be ranked number 5 (A.5)

A person who rates item A high could be described by the following phrases:

1. Has an outlook toward change characterized by "hopelessness."
2. Rolls with the punches.
3. Complies without commitment.
4. Has low concern for personal beliefs and low concern for interpersonal relationships.

Knowing how your patterns of handling value and attitude differences influence your work with students is helpful. A decision and commitment to operate in ways having a high concern for both interpersonal relationships and your personal beliefs and values allows for discussion of differences. This in turn tends to foster closer relationships and creative problem-solving.

Summary chart on ranking of items in Exercise B:

Item	Concern for preserving my values, beliefs and preferences	Concern for preserving inter-personal relationships
A	low	low
B	high	high
C	high	low
D	medium	medium
E	low	high

Attitudes and the "Shirt Tail Cousins"

An attitude has "conceptual siblings", beliefs, values, prejudices, and preferences. On a continuum based upon their degree of resistance to change, attitudes fall between prejudice and preferences. The order from greatest to least resistance is as follows:

Resistance Continuum

most resistant to change — least resistant to change

beliefs — values — prejudice — attitudes — preferences

We can better understand this continuum if we consider the process used in the formation of each concept. Thus attitudes and preferences should become fairly easy to influence or affect in the classroom, whereas beliefs, often considered central to the individual's personality, would be quite difficult for the instructor to affect.

DEFINITIONS

In order to better understand these concepts we need to look briefly at some specific definitions.

BELIEFS are generally considered as the perception of some relationship between two things, or between some thing and a characteristic of it.[2] Beliefs cover a wide range of complexities, with examples as varied as the belief that "Oranges are round" or "God is dead" or "All men are created equal." Most beliefs do not rely on a single, direct experience, but are based ultimately on a person's faith in a sensory experience, or in the credibility of some external authority. Beliefs are continuously and subtly being reinforced, and thus become tightly imbedded in our individual outlook on the world.

Exercise 1

Without referring to the above paragraph, define "belief" in your own terms and give an example. (You may want to check your response with the answer sheet at the end of the packet.)

VALUES serve to mold one's individual behavior. Values form a system that measure an event, person or object as worthwhile or valueless, good or evil, right or wrong, beautiful or ugly. Belief systems -- formed by abstractions and ephemeral perceptions -- are more difficult to change than values, which are more directly related to the external "real world." Statements such as "I think individualized instruction is good," or "The dean of this college is not attentive to my needs," reflect the person's values and tend to be substantiated by his direct experiences.

Exercise Number 2

Again in your own words, define values. Give three examples of what you think constitute values.

PREJUDICE is a judgment formed prior to careful examination of a subject. Often it is a generalization drawn from insufficient experience. Examples range from "Men with long hair are dirty," and "You can't trust children to choose values that would serve them best" to "All televised instruction does is inform-- it can't help you think." Prejudice is also closely related to a set of social norms in a particular group or community.

Exercise Number 3

Mark the appropriate response to the following statement:

Does prejudice result from

a. A clear and singularly defined experience? yes no

b. The lack of any societal or group influence? yes no

c. Forming generalizations from experiences? yes no

ATTITUDES are combinations of emotional and intellectual tendencies to act toward a situaltion, object, or person in a particular manner. Attitudes are continually being influenced by direct experiences. "Although the teacher says he wants us to say what we think, he only likes hearing what he has said," would be an example of how the instructor's own style of behavior in the classroom would affect a student's attitude toward the instructor. This in turn could affect the student's attitude toward the course and its content. General confusion during a classroom session may well influence a student's attitude toward the effectiveness and worth of the classroom experience. Malfunctions in audio-visual aids, causing interference with the message of the content presented, could tend to alter the student's attitude toward the subject matter. Because students' attitudes are formed by direct experience the instructor can influence and change them by providing a variety of different experiences.

Exercise Number 4

Write a good working definition of attitude for yourself. Check the required components for the definition of attitudes on the answer sheet at the end of the packet.

PREFERENCE is the choice of one thing or person over another where that which is preferred is the object of favor. Such a choice is usually transitory and dependent upon changing circumstances. We all have preferences for certain cars, styles of clothing, or kinds of travel, for example, but preferences change. "I like salads in the summer" or "Lately I teach while walking around the room rather than standing in one place," are examples of preferences.

Exercise Number 5

A person's preference is his or her _____ of a thing or a _____ over another.

SUMMARY

Thus far we have defined attitudes, distinguished them from beliefs, values, prejudices, and preferences, and seen the degree of resistance to change present in each. Since attitudes are based on direct experiences, and have a relatively low resistance to change, it is important for the instructor to understand that she or he may well be effecting general attitude changes without any knowledge of doing so. This applies to the basic attitudes toward both the course and the topics peripherally noted within the classroom.

Exercise Number 6

A. Now write an explanation of the relationship among beliefs, values, prejudices, preferences and attitudes. Be sure you understand why any one of these human feelings (beliefs, attitudes, etc.) would be harder or easier to change than others.

B. A phrase in the above summary may be viewed as a display of the author's attitude toward a particular topic which may be affecting your attitude without your knowledge. Can you identify the phrase?

Part B - Applying the Concepts

STRATEGIES FOR CHANGING ATTITUDES

Most of us would agree that our attitude toward something will affect our response to it. Thus, a positive attitude toward course content can stimulate more efficient learning. Most of us as instructors would like to foster positive attitudes in our classes and are willing to employ the instructional strategies necessary to generate such attitudes. These same strategies may be used in exploring, discussing, and initiating attitude changes. However, it is up to the instructor to determine to what extent any strategy will be used.

The following five groups of instructional strategies have been found useful in effecting student attitude change: (1) use of authority, (2) role-playing, (3) cognitive dissonance, (4) social learning, and (5) identification and modeling. Because this unit requires only an awareness of these instructional strategies, a brief outline of each will be presented.

Use of Authority

In using this as an instructional strategy for attitude change there are several things to consider. First of all, students may resent any overt attempt to change their attitudes; i.e., the communication strategy should not put him on the defensive -- "I am going to change your attitude!" To be effective and acceptable, the communication must come from a source which the student believes to be reliable. Also, the communication must be within the student's ability to accept, given his past experiences. A communication presented in an enhancing fashion will be more acceptable than a boring presentation. Presenting colorful outdoor scenes during a discussion on ecology and accompanying a unit on history with a really good film are two examples.

Exercise Number 7

In the following explanations of classroom situations, pick out a barrier which hinders the instructor's communications with students. You will be able to recognize these barriers as a result of understanding the limitations to communication enumerated in the above paragraph.

(a) Instructor Redgrave, while lecturing to his class on the rising crime rate in the United States, quotes a billboard he saw on his way to work this morning.

Instructor Redgrave's citation might well be questioned by his students because _____

_____

(b) A psychology instructor desirous of discussing alcoholism as a disease and unobtrusively wanting to influence students who drink alcoholic beverages to stop, begins a lecture series (almost a campaign) on the rise of alcoholism in this country. The instructor uses a week's class period for this topic including guest lecturers from Alcoholics Anonymous, the City Commission on Alcoholism, as well as posters and printed handout materials on alcoholism.

Students in this psychology class might believe _____

_____

(c) A group of hard-working, semi-professional banking employees have enrolled in an economics class. They will be given the opportunity for promotion by taking 9 hours of credit in economics, accounting and management. Dr. Penny Moneyless, their economics instructor, tells them that there is absolutely no hard evidence to support any relationship between education and upward mobility in a job setting.

The students in this class would have a hard time agreeing with Dr. Penny Moneyless because _____

_____

Role-Playing

In this strategy the student assumes the role of another person. The role chosen by the instructor would carry with it the new attitude to be examined. Therefore, the student would have the opportunity of experiencing the new attitude in a performance and might well learn to accept the new attitude in reality. For example, a student might be asked to play the role of a policeman in a traffic violation situation so that he would be exposed to the point of view of law enforcement in such matters.

Exercise Number 8

Describe three situations in which you, as an instructor, could make use of role-playing in the classroom.

1.

2.

3.

Cognitive Dissonance

Cognitive consonance assumes that a person's cognitions are the sum of views which are in accord with one another. Thus, if the student is urged to discuss beliefs and attitudes, observe actions and analyze perceptions, then consonance

(a coherent cognitive system of beliefs and attitudes) or dissonance (an incoherent cognitive system) is observable. The instructor, by being aware of inconsistencies in the student's attitudes may then aid the student in the learning process by helping the student resolve these inconsistencies. You may plan to help the student become aware of new information which would serve to facilitate consonance or aid the student in coping with dissonance. In order to challenge a specific student attitude, the instructor may wish to provide information designed to create dissonance in the student's thinking. The instructor using the concept of cognitive dissonance for teaching attitudes must learn to know the students well enough to estimate when dissonance is mild enough to facilitate attitude change. If the data presented produce too much dissonance, the student will reject the new information, as in the Penny Moneyless example in Exercise 7. The challenge of using dissonance methods in attitude change is the challenge of knowing what information will create mild dissonance and what will create too much dissonance.

This method of bringing about attitude change is quite complex and requires an intensive commitment on the part of the instructor to develop the skills enabling use of dissonance strategies to change student attitudes.

Exercise Number 9

I. Would you be observing cognitive dissonance if --

(a) A student bragged about his safe driving skills and you observed him driving through the school parking lot at 40 MPH?

Yes No

(b) A student wrote a paper advocating the importance of new federally enacted Civil Rights Laws and you overheard this same student in the hall saying she thought Blacks shouldn't be able to vote in local elections?

Yes No

(c) A student interacted well with fellow students--helping, sharing and encouraging them to do well in a group project, and then that student came to you for information on techniques for facilitating small group interaction?

Yes No

II. Could you, as an instructor of these students mentioned above, create classroom learning experiences which would assist in bringing about congruence with their speech and actions? Think about the situations and choose the specific experiences you could create to help students who demonstrate cognitive dissonance to achieve consonance. Check your responses with those in the answer section.

Social Learning

Using this approach to attitude change requires control of the student's immediate environment. Changing of attitudes in this way would most often occur in the classroom. You would observe undesirable behavior and then control classroom conditions (stimulus and response occurrences) in order to change the student's attitude.

Exercise Number 10

As an instructor could you control the student's attitude in the following environment?

(a) The student's treatment of young children while in a park or recreational area.

Yes

Yes No

(b) The student's exceeding the speed limits on an interregional highway.

Yes No

(c) The student's refusal to work in groups? According to a social learning perspective, why or why not?

Yes No

Identification and Modeling

In this type of behavior the learner sees that another individual is fulfilling needs that he wants to fulfill, so he identifies with that individual and imitates his behavior. One can safely say that students will influence one another. If one student has greater credibility than others, then he or she will be capable of influencing other students' attitudes. The instructor, in much the same way, can also serve as a model for preferable attitudes and attempt to develop mutual respect with students. For example, if you wanted to develop positive attitudes toward using the library, you yourself could actively schedule classes there, (e.g., for class research) and model using it yourself. You could support this method by bringing in a person from the library who could actively show the students the merit and roles the library can fulfill. This could be followed with films, speakers, or partially structured group discussions -- in the library!

Exercise Number 11

List three examples of ways you would attempt to change student attitudes through identification and modeling.

(a)

(b)

(c)

SUMMARY

We have briefly looked at use of authority, role-playing, cognitive dissonance, social learning, and identification and modeling as five instructional strategies which can begin developing changes in students' attitudes. The focus here has been primarily descriptive rather than definitive. Again, it is important to realize that the classroom is full of experiences which influence student attitudes, whether the teacher is consciously working for this or not. In light of this realization the instructor is better able to consider to what degree any strategy will be used to elicit attitude change.

POST-TEST

(Objectives 1, 2 and 3)

1. Please place the appropriate letter which corresponds to the definitions in the space to the left of the words to be defined.

_____ Attitudes	A. A system of standards.
_____ Values	B. Tendencies toward a situation, object or person.
_____ Beliefs	C. Precedence or choice.
_____ Prejedices	D. Highly emotionalized generalizations based on ambiguous experiences.
_____ Preferences	E. Abstractions derived from individual perceptual fields.

2. More specifically, an attitude may be defined as: _____

_____

_____

3. For each of the following methods list two ways you could use the method in changing student attitudes in the classroom:

a) communication
   1. _____
   2. _____

b) role play
   1. _____
   2. _____

c) cognitive dissonance
   1. _____
   2. _____

d) social learning
   1. _____
   2. _____

e) motivation
   1. _____
   2. _____

POST-TEST

(Objective 4)

The two faculty Self-Assessment Instruments on Changing Student Attitudes found in the Pre-Test section of this unit may be taken again as a Post-Test.

Follow the instructions for taking and scoring the assessments which are given in the Pre-Test section. When you have completed the assessments as a Post-Test, compare your Pre-Test scores and note any changes in your responses.

Answers to Exercises Contained in Packet

Exercise #1, Beliefs

A belief is usually developed by experiencing and re-experiencing a relationship between two entities. For instance we would generally believe that thunder is evidence that rain is forthcoming. Thunder has, in fact, preceded rainfall on many occasions during our lives, and consequently we develop such a belief.

Exercise #2, Values

Values function as the qualities of measurement against which we individually decide the merit of an event, person or object. Some examples include "audio-visual aids are helpful in teaching" or "It is worthwhile to open class discussion to controversial issues."

Exercise #3, Prejudice

(a) no

(b) no

(c) yes

Exercise #4, Attitudes

Required components for a definition of attitude are:

1. Both affective (feeling) and cognitive (intellectual) levels
2. Displaying propensity (tendency) to action
3. Recipient of action could be an object or a person

Exercise #5, Preference

A person's preference is his or her choice of a thing or person over another.

Exercise #6, Relationships

A. Example of an answer to this exercise: These constructs--beliefs, values, prejudices, preferences and attitudes--are comparable with reference to their relative degree of resistance to change. Beliefs would be the hardest to change, values the next hardest to change, and preferences the easiest. It thus follows that beliefs and attitudes have different resistances to change.

B. "she or he"

Exercise #7, Use of Authority

(a) Instructor Redgrave's citation might well be questioned by the students in the class because the students would not consider a billboard to be a reliable source.

(b) Students in this psychology class might well believe the instructor was overtly attempting to change their behavior.

(c) The students in this class would have a hard time agreeing with Dr. Moneyless because her claim concerning a minimal relationship between education and upward mobility would not be within their ability to accept. Her claim also creates cognitive dissonance (See p. 18) with what the bank has told the same employees.

Exercise #8, Role-Playing

Examples of role-playing might be:

(a) A student acting as a political figure.

(b) A student acting out the role of another member of her family.

(c) A student role-playing the instructor and actually preparing and presenting a lecture.

Exercise #9, Cognitive Dissonance

I. (a) yes

(b) yes

(c) no

II. You may want to have a class discussion on safe driving laws, emphasizing speed limits and asking the student to participate. Perhaps a film on the dangers of speeding would help the first student. For the student in B, the teacher could serve as a model, treating Black students with respect and asking a Black politician or other professional to speak to the class about voting rights and responsibilities. Class discussion might be effective, as would a debate in which the student was for voting rights for all Americans.

Exercise #10, Social Learning

(a) no

(b) no

(c) yes

Why? Social learning type attitudinal change requires the instructor to have control over the student's immediate environment. Most control is done in the classroom. Therefore, no control is feasible in a or b. In situation c, a teacher could possibly use the motivational methods discussed here to change the students attitude.

Exercise #11, Identification and Modeling

Examples of such could be:

(a) use of group discussion

(b) influencing the student in the class who has influence over others

(c) modeling the desired attitudes and behaviors yourself

REVISION DATA SHEET

I. General Comments on Unit Components:

Critique of: Comments:

Objectives _____

_____

Rationale _____

_____

Pre-Test/Post-Test _____

_____

Unit Content _____

_____

Exercises _____

_____

II. Error Rate Information:

Please indicate which item(s) you missed and comment on possible areas of your confusion.

Exercise 1: _____

_____

Exercise 2: _____

_____

Exercise 3: _____

_____

Exercise 4: _____

_____

Exercise 5: _____

_____

Exercise 6: _____

_____

Exercise 7: _____

_____

Exercise 8: _____

_____

Exercise 9: _____

_____

Exercise 10: _____

_____

Exercise 11: _____

_____

III. General Comments:

Please write any other reactions you have to this unit. THANK YOU.

VIII. USER COMMENTS:

Revision and Evaluation

We would apprciate your thoughtful evaluation of this unit.

A. I found this unit to be:

Practical _____:_____:_____:_____:_____: Impractical

Provocative _____:_____:_____:_____:_____: Dull

Useful _____:_____:_____:_____:_____: Useless

Clear _____:_____:_____:_____:_____: Cloudy

Tough _____:_____:_____:_____:_____: Easy

B. How helpful was/were:	Extremely Helpful					Not Helpful at All
1. The unit overall	1	2	3	4	5	6
2. The objectives	1	2	3	4	5	6
3. The learning activities	1	2	3	4	5	6
4. The readings	1	2	3	4	5	6

C. What I liked most was:

D. What I liked least was:

E. I would improve the unit by:

F. I developed these additional learning activities:

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